

READING AND LANGUAGE DEVELOPMENT

The Reading and Language Development Program was designed to provide classroom educators and remedial reading interventionists with the knowledge and skills necessary to translate the science of reading into artful practice. The Program strives to create a community of reflective learners and practitioners who are committed to scientifically-informed decision-making, academic excellence, and personal accountability and growth. Congruent with our Graduate School's Conceptual Framework, the program reinforces the critical importance of professional attitudes and dispositions that foster successful collaborations in the service of children and families.

The Program prepares educators in current best practices, as supported by reading research, and responds to state and national policy initiatives. Course content and practicum experiences are arranged to support candidates' mastery of essential knowledge and skills required in order to successfully serve students' diverse reading and language arts needs in core, intervention, and remedial instructional contexts.

Program candidates receive training in a variety of instructional practices, approaches, methods, and curriculum materials, with an emphasis on the principles and practices of Structured Literacy™. Candidates are prepared to support and mentor classroom teachers and other professionals in creating literate environments conducive to successful reading and writing. In doing so, the program prepares candidates in a wide range of critical competency areas, with consideration for students in Grades 1-12.

The program features a partnership with Wilson Language Training and candidates who wish to do so, can earn a Wilson Level 1 Certification.

Attend an Information Session

Individuals interested in learning more about the programs offered through Reading and Language Development are encouraged to sign up for one of several information sessions that are scheduled throughout the year.

Programs

- Dyslexia Interventionist Certificate (Online)
 - includes Wilson® Reading Level 1 Certification
- Remedial Reading and Remedial Language Arts Certification (#102)
- Master of Arts in Remedial Reading and Remedial Language Arts
 - includes optional Remedial Reading and Remedial Language Arts Certification (#102)
 - includes optional Wilson® Reading Level 1 Certification
- Sixth Year Certificate in Remedial Reading and Remedial Language Arts
 - includes optional Remedial Reading and Remedial Language Arts Certification (#102)
 - includes optional Wilson® Reading Level 1 Certification

Courses

RLDV 5486 Developmental Literacy I: Fundamentals of Reading and Language Development 3 Credits

This course addresses the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential decoding strand reading skills (phonological awareness, alphabetic principle, fluency), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of phonological awareness, alphabetic principle, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies and routines to develop students' foundational reading skills in the areas of phonological awareness, alphabetic principle, and fluency. Crosslisted with SPED 5486. Previously RLD 0486.

RLDV 5487 Developmental Literacy II: Essentials of Vocabulary and Text Comprehension 3 Credits

This course addresses the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential comprehension strand reading skills (fluency, vocabulary, comprehension), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of vocabulary, comprehension, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies and routines to develop students' reading skills in the areas of vocabulary and comprehension. Crosslisted with SPED 5487. Previously RLD 0487.

RLDV 5488 Content Area Literacy Strategies 3 Credits

This course introduces candidates to content area and disciplinary literacy reading practices at the elementary, middle, and high school levels. Strategies to facilitate comprehension of narrative and expository text structures, including strategies that address the reading-writing connection, are introduced. Candidates also learn about adolescent literacy development, achievement, and engagement, and how factors related to cultural, linguistic, and cognitive diversity impact students' comprehension of texts. Previously RLD 0488.

RLDV 5489 Principles and Practices of Structured Literacy 3 Credits

This course introduces candidates to the principles and practices of Structured Literacy and prepares candidates to deliver reading and writing instruction from a systematic, explicit orientation. In this hands-on class, candidates are introduced to high-impact instructional routines, student-centered activities, and lesson planning and delivery conventions aligned with the essential components of reading. Crosslisted with SPED 5489.

RLDV 5583 Tests and Measurement in Reading and Language Arts Contexts 3 Credits

This course introduces candidates to the principles and practices of response to intervention approaches to the prevention and early identification and remediation of reading difficulties. Candidates learn about the essential features of Tier I, Tier II, and Tier III instruction, including common program development and delivery considerations and assessment routines. Previously RLD 0583.

RLDV 5584 Guided Reflective Practice in Tier I Reading and Language Arts Programming **3 Credits**

This course presents an overview of varied research-based instructional approaches and materials to use in designing and delivering an integrated, comprehensive, and balanced evidence-based reading and writing curriculum. Candidates are provided with the opportunity to explore varied instructional approaches, materials, texts, and classroom routines, and their use in creating a literate environment that fosters reading and writing for diverse student populations. Media consent and fingerprinting required. Previously RLD 0584.

RLDV 5585 Writing Components and Processes in the Language Arts Program **3 Credits**

Candidates learn how to assess students' handwriting, spelling, and writing skills, and how to teach writing across the elementary, middle, and secondary continuums, with consideration for the use of a wide range of texts and strategies designed to foster the reading-writing connection. The use of assistive technology and specialized instructional strategies and programs will be explored as a means to facilitate students' ability to construct quality writing samples. Previously RLD 0585.

RLDV 6503 Research and Evaluation in Multidisciplinary Contexts **3 Credits**

This course examines methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment, and critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice, types of assessments (i.e. traditional print and electronic), data for general education teachers and a diversified student population, and the skills needed for effective data-based decision making and sharing of results. Crosslisted with EDTC 6503. Previously RLD 0503.

RLDV 6530 Content Language & Reading Acquisition for English Language Learners and Students with Special Needs **3 Credits**

This course develops literacy leadership skills to train others and foundational reading skills to be better prepared to teach K-12 students to learn how to read. This course is designed for candidates to learn about the developmental learning needs of culturally and linguistically diverse students, exceptional learners, and bilingual students with special needs, and promotes working in collaborative data teams. The course also explores the similarities and differences between bilingual/TESOL students and students with special needs with a focus on reading skills development (e.g. phonology, morphology, orthography, syntax) and instructional strategies that all teachers can use in their classrooms to support reading development in all students. Crosslisted with TSLA 6530. Previously RLD 0530.

RLDV 6575 Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+ **1 Credit**

Fee: \$141 SEHD Fee

This course examines reading research and the five essential components of reading in relation to students in Grade 3+ with persistent phonological coding deficits. Candidates will learn about the principles and practices of Structured Literacy and multi-sensory language instruction through study of the Wilson Reading System (WRS), including student identification and placement, program implementation, progress monitoring, scheduling, creating a successful classroom environment, principles of language structure, and how to teach language with direct, multi-sensory methods. This course is offered online. Crosslisted with SPED 6575. Previously RLD 0575.

RLDV 6576 Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6 **3 Credits**

Fee: \$423 SEHD Fee

Corequisite: RLDV 6577.

Prerequisite: RLDV 6575.

This course presents in detail how the principles and practices of multi-sensory, structured language instruction are applied to support the remedial reading needs of students with word-level deficits in Grades 3+ who have not adequately responded to intervention. This course features practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provided specific procedures to teach the following syllable types: closed, vowel-consonant-e, open, and consonant-le. The course includes additional topics on diagnostic teaching and differentiating instruction, program pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting. Candidates explore the above in relation to Steps 1-6 of the Wilson Reading System (WRS). This course is offered online. Crosslisted with SPED 6576. Previously RLD 0576.

RLDV 6577 Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6 **1.5-3 Credits**

Fee: \$211.5 SEHD Fee

Corequisite: RLDV 6576.

Prerequisite: RLDV 6575.

This supervised practicum experience prepares candidates to effectively implement a multi-sensory structured language reading program with students in Grades 3-12 that present with significant word-level reading and spelling deficits, including those diagnosed with a language-based learning disability or dyslexia. Candidates will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling. This Wilson Reading System Steps 1-6 web-based practicum is supervised by a Wilson Credentialed Trainer. This course is offered online. Crosslisted with SPED 6577. Previously RLD 0577.

RLDV 6578 Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6 **3 Credits**

Fee: \$423 SEHD Fee

Corequisite: RLDV 6579.

Prerequisite: RLDV 6576.

This course is a continuation of RLD 0576 and presents in detail how the principles and practices of multi-sensory structured language instruction are applied to support the remedial reading needs of students with word-level deficits in Grades 3+ who have not adequately responded to intervention. This course features practical application of reading research, and expands upon the topics of phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provides additional opportunities to refine procedural skill associated with teaching the following syllable types: closed, vowel-consonant-e, open, and consonant-le. The course includes additional topics on diagnostic teaching and differentiating instruction, program pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting. Candidates explore the above in relation to Steps 1-6 of the Wilson Reading System (WRS). This course is offered online. Crosslisted with SPED 6578. Previously RLD 0578.

RLDV 6579 Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6 1.5-3 Credits

Fee: \$211.5 SEHD Fee

Corequisite: RLDV 6578.

Prerequisite: RLDV 6576.

This supervised practicum experience is a continuation of RLDV 6577 and prepares candidates to effectively implement a multi-sensory structured language reading program with students in Grades 3-12 that present with significant word-level reading and spelling deficits, including those diagnosed with a language-based learning disability or dyslexia. Candidates will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling. This Wilson Reading System Steps 1-6 web-based practicum is supervised by a Wilson Credentialed Trainer. This course is offered online. Crosslisted with SPED 6579. Previously RLD 0579.

RLDV 6586 Diagnosis and Remediation of Reading and Language Arts Difficulties 3 Credits

This course introduces candidates to the varied reasons why students may not be responding to the provision of intensive targeted reading and writing interventions. Candidates learn how to administer a range of formal diagnostic assessment measures to students and how to analyze findings for the purpose of informing improved intervention programming for students. This course includes a six to eight hour supervised fieldwork experience. Fingerprinting required. Previously RLD 0586.

RLDV 6900 Special Topics (Shell) 1.5-3 Credits

This course explores advanced topics in the field of reading and language development. Topics vary each semester and are determined by the faculty as a reflection of pertinent themes of interest in the field.

RLDV 6951 Clinical Practicum: Structured Literacy 3-6 Credits

Prerequisites: RLDV 5486, RLDV 5488, RLDV 5583, RLDV 5585, RLDV 6586.

Candidates in this course apply their knowledge of assessment and structured literacy remediation practices to plan, deliver, monitor, and evaluate the impact of 1:1 remedial reading interventions provided to an approved student in the context of a supervised off-site clinical practicum experience. Previously RLD 0587.

RLDV 6952 Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements 3-6 Credits

Prerequisite: RLDV 6951.

Candidates in this course apply their knowledge of assessment and structured literacy remediation practices to plan, deliver, monitor, and evaluate the impact of 1:1 remedial reading interventions provided to an approved student in the context of a supervised off-site clinical practicum experience and engage in a series of coaching observation and feedback cycles with an assigned peer. A remote practicum supervision and coaching platform is utilized. Previously RLD 0588.

RLDV 6990 Independent Study 1.5-3 Credits

This course is available to candidates who are slated to graduate but have an outstanding required course that is not scheduled to be offered during the present term, and to candidates who wish to pursue focused study in an area associated with remedial reading that is not offered through the RLD program or through the broader Fairfield University curriculum. Enrollment by permission only.

RLDV 6999 Capstone Seminar: Designing, Implementing, and Leading the School Literacy Intervention Program 3 Credits

Candidates will learn the essential components of a classroom environment that support and promote literacy development with a focus on planning instruction for K-6th graders in the school reading and language arts program. There will be a particular emphasis on children who are experiencing difficulties in developing literacy, addressing the special needs of diverse learners. Students will also learn how to facilitate meetings with a literacy focus including grade-level literacy team meetings, literacy leadership meetings, data team meetings, data analysis, and RTI meetings. This course will also support students' ability to design and deliver literacy-focused professional development workshops. Previously RLD 0594.